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Catalogue

1904

Taylor University



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CATALOGUE
OF
TAYLOR
... UNIVERSITY ...



UPLAND, INDIANA,

1903 - 1904

Ayres Alumni Memorial Library
Taylor University
Upland, Indiana

CALENDAR 1903-1904

Fall Term opens September 16, 1903.

Fall Term closes December 23, 1903.

Vacation Two Weeks.

Winter Term opens January 6, 1904.

Winter Term closes March 22, 1904.

Spring Term opens March 23, 1904.

Spring Term closes June 8, 1904.

SPECIAL DAYS

Arbor Day.

National Thanksgiving Day.

Baccalaureate Sermons — Sabbath, June 7, 1903, and Sabbath, June 5, 1904.

Regular Meetings of Board of Trustees—Tuesday, June 9, 1903, and Tuesday, June 7, 1904.

Commencement Days—June 10, 1903, and June 8, 1904.

Entrance Examinations on the day preceding the opening of each term.

378

T216

1903-04

c3

BOARD OF TRUSTEES

EX-OFFICIO

* T. C. READE, A. M., D. D.

JOHN H. SHILLING, Ph. D., S. T. D. *acting** Died July 25, 1902. *from July 25/1902 to Jan*

TERM EXPIRES 1904

C. B. STEMEN, M. D., LLD.,	-	-	-	-	Fort Wayne, Ind.
T. W. WILLIAMS,	-	-	-	-	Upland, Ind.
C. E. CARTWRIGHT,	-	-	-	-	Upland, Ind.
C. C. AYRES,	-	-	-	-	Red Key, Ind.
G. A. DENTLER,	-	-	-	-	Marion, Ind.
G. A. McLAUGHLIN, A. M.,	-	-	-	-	Chicago, Ill.
GEORGE B. JONES,	-	-	-	-	Philadelphia, Pa.

TERM EXPIRES 1905

NATHAN U. WALKER, D. D.,	-	-	-	-	Wellsville, O.
LOUIS KLOPSCH, Ph. D.,	-	-	-	-	New York City
GEORGE W. MOONEY, D. D.,	-	-	-	-	New York City
COTTON AMY,	-	-	-	-	East Bangor, Pa.
T. M. SMITH,	-	-	-	-	Upland, Ind.
GEORGE R. BUCK, D. D.,	-	-	-	-	Bloomington, Ill.
HORACE KOHN,	-	-	-	-	Willshire, O.

TERM EXPIRES 1906

JOHN R. WRIGHT, D. D.,	-	-	-	-	Washington, D. C.
O. L. STOUT, M. D.,	-	-	-	-	Upland, Ind.
T. J. DEEREN,	-	-	-	-	Upland, Ind.
B. G. SHINN,	-	-	-	-	Hartford City, Ind.
ROBERT L. DICKEY,	-	-	-	-	Baltimore, Md.
D. L. SPEICHER,	-	-	-	-	Urbana, Ind.
A. Y. STOUT,	-	-	-	-	Upland, Ind.

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THE PRESIDING ELDERS OF THE NORTH INDIANA
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THE CAMPUS

*Notations below by
B. W. Ayres*

*Prof. Ayres
1902*

FACULTY 1902-1903

* T. C. READE, A. M., D. D., LL. D., President,
Philosophy and Homiletics.

JOHN H. SHILLING, PH. D., S. T. D., Acting President,
Hebrew, Exegetics and English Bible.

B. W. AYRES, PH. D., Dean,
Mental and Moral Philosophy and Pedagogics.

MISS MABELLE C. READE, A. B., A. M.,
Greek.

EDWARD F. PYNE, A. B.,
Latin.

A. R. ARCHIBALD, A. B., S. T. D.,
Dean of Reade Theological Seminary,
Systematic and Historical Theology.

C. E. SMITH, B. S., A. M.,
Mathematics.

MISS MARY H. McLAUGHLIN, PH. B.,
German and English.

W. C. DENNIS, A. B., A. M.,
Elocution and History.

O. W. BRACKNEY, PH. B.,
Natural and Physical Sciences.

MRS. FRANCES DEMOTTE ARCHIBALD,
Piano, Harmony, French.

MRS. BETTIE WHITEHEAD,
Vocal and Instrumental Music.

* Deceased.

*Transferred 1909 to
January 13, 1904
Dean B. W. Ayres and
Miss Mabelle C. Reade
Succeeded by E. F. Pyne
and by C. E. Smith*

INSTRUCTORS

ELVA MARIE KLETZING,
Art.

O. N. KIGER,
Normal Branches.

HARRIET S. MERRIN,
Stenography, Typewriting and Bookkeeping.

H. H. HOCKER,
Penmanship.

W. V. MILLER,
Common School Branches.

OFFICERS OF THE FACULTY

JOHN H. SHILLING, PH. D., President.

A. R. ARCHIBALD, S. T. D., Secretary.

C. E. SMITH, A. M., Registrar.

O. W. BRACKNEY, PH. B., Curator of Museum.

W. W. HERRINGTON, Librarian.

HISTORICAL STATEMENT

The school was first organized at Fort Wayne, Ind., in 1846, and was known as Fort Wayne Female College. In 1847 the first building was erected. The Presidents have been: Hon. J. A. C. Huestis, 1847-1848; G. H. Rounds, 1848-1849; Rev. Horace Cyrus Nutt, 1849-1850; J. A. C. Heustis (second term), 1850-1852; S. T. Gillette, 1852; Rev. S. Brenton, M. D., 1852-1855; Rev. R. D. Robinson, D. D., 1855-1872; Rev. W. L. Yocum, D. D., 1875-1888; and Rev. H. M. Herrick, 1888-1890. In 1852 the college was united with the Collegiate Institute of the same place, and became a co-educational school. It assumed its present name in 1890. Dr. Herrick resigned in the spring of 1890 and Rev. C. B. Stemen, M. D., LL.D., was chosen President. He was succeeded by Rev. T. C. Reade, LL. D., who held the office until his death, July 25, 1902.

On July 31, 1893, one year after T. C. Reade was elected to the presidency, the school was re-chartered and began operations in its present location without a penny. The place chosen as the site of the university was the village of Upland, Ind. The citizens of this village donated ten acres of ground and ten thousand dollars in money, and since then thousands of people have given small amounts to the institution, so that at present its property is valued at about eighty thousand dollars.

Since the death of President T. C. Reade, the Vice President, Rev. John H. Shilling, Ph. D., has served as Acting President of the institution.

Throughout the entire history of the school the hand of Providence has so directed those who have planned for her that the foundations have been wisely laid for a great institution. Many prominent men of various denominations have given their sanction to Taylor University. Most prominent among the number is the late Bishop Taylor, the first missionary bishop to Africa from the Methodist Episcopal Church, and one of the greatest missionaries of modern times. He was present when the first Board of Trustees was organized, and after him the school was named. After per-

sonal visitation and examination into the character and work of the University, Bishop Taylor gave it his hearty endorsement, prayed for it every day and assisted it by his influence and with his means. The school found a place in his great heart because of its deep spirituality, its missionary enthusiasm, and its interest in students needing financial assistance. The Trustees desire to enlarge the institution and make it still more useful, and wish the friends of Bishop Taylor to commemorate his great name by giving of their means for this purpose. What more fitting monument could be erected to his honor than a great school where Christian character shall be upbuilt and thousands of young people prepared for Christian and missionary work? How much more fitting is such a monument than a towering shaft of marble? And what more fitting place could be found to establish such a monument to perpetuate the memory and work of Bishop Taylor than at Taylor University. Here the same missionary spirit is cultivated that Bishop Taylor so nobly exemplified in his eventful life. A number of students every year prepare for missions, and the institution has representatives in Puerto Rico, South America, Germany, China and Japan. Therefore we feel sure that if Bishop Taylor could speak to us he would say, as he did when the school was first organized: "Surely, this work is of God." We have a fine location, a beautiful campus, and a prosperous young institution, owned and controlled by the National Association of Local Preachers, whose ranks Bishop Taylor honored; and surely no more appropriate place could be found to commemorate the life of that great man. Those who wish to give of their means to enlarge and permanently endow the institution and thus perpetuate the memory of Bishop Taylor, may address the President of the University at any time.

Our school has enjoyed great prosperity during the past year. There have been about three hundred students in attendance, representing about thirty states, many institutions of learning and about fifteen denominations. While Taylor University welcomes rich and poor alike, she has made her prices so low as to make it possible for many with moderate means to be educated in her halls. Financially, the school has prospered. The Sickler Hall has been completed at a cost of about \$6,500, a new cottage has been secured, many improvements of the buildings and grounds have been made, and much valuable equipment has been added to the school. Educationally, we have succeeded. Our students have labored faithfully and our faculty has taught conscientiously. We are safe



TAYLOR UNIVERSITY

in saying that our student body, as a whole, has done as thorough work as at most larger institutions.

We have been greatly blessed spiritually. Each term souls have been saved, backsliders reclaimed and believers wholly sanctified. The Thursday night prayer meetings are always manifestations of great Spiritual power, and the Prayer Band meetings and Volunteer Band meetings have also been a great spiritual uplift to the school. Statistics, on the Day of Prayer for Colleges, showed that more than 90 per cent of our students were converted and more than 50 per cent professed to have been made perfect in love.

RELIGIOUS ADVANTAGES

Our motto is: "Holiness unto the Lord." Our watchword is: "Taylor University for Christ."

We are earnestly striving to bring all of our students into a regenerated state and then lead them on to "The Fullness of the Blessing of the Gospel of Christ."

Each morning the school assembles for public devotion, and class exercises are frequently opened with prayer or singing.

Prayer and conference meetings occur each week, and the Sabbath services of the various churches and the regular class and prayer meetings are open to all our students.

The School of the Prophets, the Prayer Band, the Volunteer Band, and the regular Sabbath afternoon services furnish excellent opportunities for Christian work and development. Some of our students make their expenses entirely or in part by preaching for various churches in our vicinity. We have revivals each term of the year, and in every instance persons have been converted and believers have been wholly sanctified. Our ambition is to make Taylor University a center and source of the best theological doctrine and the highest religious life, as well as a fountain of literature and learning.

CONTROL AND MANAGEMENT

The University is under the general control of the National Association of Local Preachers of the Methodist Episcopal Church, in connection with a special Board of Trustees. It is in the broadest sense denominational—not sectarian—and cordially welcomes

as students persons of all evangelical denominations and all others of good moral character who desire to secure an education.

The Board of Trustees, which is selected by the National Association of Local Preachers, meets annually, and plans for the general work of the school.

The Executive Committee of the Board of Trustees, which consists of the Trustees residing in Upland, meets on the first Monday night in each month, transacting such business as requires attention during the interval between the regular meetings of the Board of Trustees.

The institution has been officially approved by the North Indiana Annual Conference, several Holiness Associations, and by the National Young Men's Holiness League.

MOONEY LIBRARY

Every progressive school considers its library of the very highest importance in the line of equipment. No single advantage ought to mean more to the student. To bring our library up to its highest effectiveness, a complete overhauling and a reclassification of the books were seen to be necessary, so the work was begun at the holiday vacation.

The seats, shelving and other furnishings were more hygienically and tastily arranged, and the books placed in alcoves according to subjects, with labels attached, indicating each general division, so that even a stranger can readily see what the library contains on any topic.

In addition to this we have (or shall have when the work is completed) three card classifications. On one set the authors' names are alphabetically arranged, with the titles of the books subjoined; on another, the titles are alphabetically arranged, with the authors' names subjoined; and on another, subjects, such as Arbitration, Sanctification, etc., are alphabetically arranged, and, under each, those books are cited (giving chapter and page if necessary) which discuss the same. In every instance the alcove letter and number of the book are given, so that any book desired can be quickly located. The books of the department libraries, as well as those of the general library, are included in these card classifications.

A new magazine and paper case has been added which is divided into convenient sections, clearly labeled, in which may be found



THE LIBRARY

two or three of the late numbers of many of the best periodicals, the back numbers being kept on file. The fact that the students are doing more than double their former amount of reading is sufficient indication that the improvements are timely. A reading room, furnished with many periodicals and magazines, is open to students and friends at suitable hours.

THE WALKER MUSEUM

The growth of our museum has made it necessary to reclassify the specimens. At the time of this writing the work is only begun. The classification will be in five groups, as follows: (A) Zoology; (B) Geology and Mineralogy; (C) Botany; (D) Archæology; (E) Curiosities.

The new arrangement will be of great advantage to students, as it will be adapted to comparative study, for which the specimens are constantly used, especially in zoology and geology.

Many valuable and interesting additions have been made within the past year, and we wish to express our sincere thanks to those who have kindly placed specimens with us.

We solicit donations of any kind which will be valuable in this department, and promise to take the best possible care of them.

OUR TELESCOPE

On the southern part of our campus is located our beautiful telescope. It is a 10 $\frac{1}{4}$ -inch reflector and was made by Lohmann Brothers, Greenville, Ohio. They are not excelled in perfection of work nor in reasonableness of price.

It is elaborately mounted and is protected by an observatory which is a gem of beauty. It is one of the few large instruments in the state, perhaps the largest of its kind, and brings clearly to view the lunar craters, rills and rays, besides the satellites of the different planets, the rings of Saturn, the "snow caps" of Mars, and various star clusters and nebulae. This instrument is sufficiently large for all class purposes, but is not so ponderous and unwieldy as to be of no practical benefit to students. Viewing the heavens is a delightful and profitable exercise that is kept up during most of the school year.

THE CHRISTIAN HERALD PRIZE

Louis Klopsch, A. M., Ph. D., publisher of the Christian Herald, New York City, offers the Christian Herald prize of \$50.00 to the victors in a DEBATE between four contestants--two affirmative and two negative. Twenty-five dollars will be given to the speaker whom the judges decide to be the best debater, \$15.00 to the second, and \$10.00 to the third.

DIPLOMA PRIZES

A diploma will be given to the best of two orators; to the best of two declaimers; to the best of two vocal soloists; to the best of two instrumental music soloists, and for the highest yearly scholarship. The contest will be held during commencement week. The judges in all the contests will be selected by the President of the University. The contest will be open alike to ladies and gentlemen.

LITERARY SOCIETIES

The Thalonian Literary Society was organized in 1853.

The Philalethean Literary Society was organized in 1878.

Both societies are open to ladies and gentlemen, and all students are recommended to identify themselves with one or the other, as thereby they will receive essential training that only the literary society can give. A suitable hall for the society meetings has been provided.

ENTRANCE EXAMINATIONS

Students bringing grades from approved schools will be given credit for the work they have done; otherwise they must pass an examination upon entering Taylor University. The purpose of this examination is to properly classify the students and to insure that none take classes too far advanced for them, and that all have a sufficient amount of work.



THE OBSERVATORY

CURRICULA

Before presenting our Courses of Study we wish to explain that our aim is to keep our Curricula equal to those of the best colleges in the country. Up to this time we do not know of a single case where a student of Taylor University, going to another college, has been refused the rank to which he would have been entitled had he remained with us. Any one who will examine our Academic Course will be convinced that our work is of a high order. In the college work proper we have four years, crowded with good, solid studies. We have aimed, by the elective system, to give our pupils as large a variety as possible, but in no case have we, by this system, depreciated the high character of our work.

All the elective studies offered in the following courses are to be selected, subject to the approval of the faculty.



COURSES OF STUDY

PREPARATORY BRANCHES

FIRST TERM — Arithmetic; Grammar; Advanced Grammar; Geography; Spelling and Defining.

SECOND TERM — Arithmetic, continued; Grammar, continued; U. S. History; Penmanship.

THIRD TERM — Arithmetic, continued; Grammar, continued; Advanced Grammar; Physiology; Reading.

Preparatory to the A. B. and Sc. B. Courses

JUNIOR YEAR

FIRST TERM — Rhetoric and Composition; Beginning Latin; General History; Zoology.

SECOND TERM — Rhetoric and Composition; Beginning Latin; General History; Geology.

THIRD TERM — Rhetoric with Select Readings and Composition; Beginning Latin; English History; Botany.

MIDDLE YEAR

FIRST TERM — English Literature; Cæsar, books I and II; Algebra. A. B. Students — Beginning Greek. Sc. B. Students — Beginning German or French.

SECOND TERM — English Literature; Cæsar, books III and IV; Algebra. A. B. Students — Beginning Greek. Sc. B. Students — Beginning German or French.

THIRD TERM—American Literature; Cicero's Orations and Prose Composition; Algebra. A. B. Students—Beginning Greek. Sc. B. Students—Beginning German or French.

SENIOR YEAR

FIRST TERM—Virgil's *Æneid*, books I, II and III; Physics; Geometry. A. B. Students—Anabasis and Prose Composition. Sc. B. Students—German or French.

SECOND TERM—Virgil's *Æneid*, books IV, V and VI; Physics; Geometry. A. B. Students—Anabasis and Prose Composition. Sc. B. Students—German or French.

THIRD TERM—Cicero; Physics; Geometry. A. B. Students—Homer's *Iliad* and Prose Composition. Sc. B. Students—German or French.

WRIGHT COLLEGE OF LIBERAL ARTS

CLASSICAL COURSE

Graduates Receive the Degree of A. B.

FRESHMAN YEAR

FIRST TERM—Pliny; Herodotus; English; Plane Trigonometry.

SECOND TERM—De Amicitia and De Senectute; English; Demosthenes' Philippics; Spherical Trigonometry.

THIRD TERM—Horace's Odes; Plato; English; Surveying.

SOPHOMORE YEAR

FIRST TERM—Livy or an equivalent; University Algebra; Thucydides; German or French.

SECOND TERM—Tacitus or an equivalent; Analytical Geometry; Sophocles' *Œdipus Tyrannus*; German or French.

THIRD TERM—Cicero's Letters or an equivalent; Analytical Geometry; Æschylus' Prometheus Bound; German or French.

JUNIOR YEAR

FIRST TERM—Required: Hebrew, German or French; Chemistry; Mental Science. Elective: Calculus; Latin; Greek; Old or New Testament History; Elocution and Chorus.

SECOND TERM—Required: Hebrew, German or French; Chemistry; Civil Government. Elective: Calculus; Latin; Greek; Old or New Testament History; Elocution and Chorus.

THIRD TERM—Required: Hebrew, German or French; Chemistry; Moral Science or Logic. Elective: Latin; Greek; Sociology; Elocution and Chorus.

SENIOR YEAR

FIRST TERM—Required: Christian Evidences; Astronomy; International Law or Political Economy. Elective: German, French or Hebrew; Advanced English; Advanced History.

SECOND TERM—Required: History of Philosophy; History of Civilization; English Bible. Elective: German, French or Hebrew; Advanced English; Advanced History; Church History.

THIRD TERM — Required: Moral Science or Logic; Science of Rhetoric; Astronomy. Elective: German, French or Hebrew; Advanced English; Advanced History; Church History; English Bible.

SCIENTIFIC COURSE

Graduates Receive the Degree of Sc. B.

FRESHMAN YEAR

FIRST TERM—Pliny; German or French; English; Plane Trigonometry.

SECOND TERM—De Amicitia and De Senectute; German or French; English; Spherical Trigonometry.

THIRD TERM—Horace's Odes; German or French; English; Surveying.

SOPHOMORE YEAR

FIRST TERM—Physics; German or French; Chemistry; University Algebra.

SECOND TERM—Physics; German or French; Chemistry; Analytical Geometry.

THIRD TERM—Physics; German or French; Chemistry; Analytical Geometry.

JUNIOR YEAR

FIRST TERM—Required: Mental Science; Calculus; Astronomy. Elective: Latin or Greek; Advanced English; Elocution and Chorus.

SECOND TERM—Required: Civil Government; Calculus; Outline Study of Man. Elective: Latin or Greek; Advanced English; Elocution and Chorus.

THIRD TERM—Required: Moral Science or Logic; Astronomy; Sociology. Elective: Latin or Greek; Advanced English; Elocution and Chorus.

SENIOR YEAR

FIRST TERM—Required: Christian Evidences; International Law or Political Economy; Applied Chemistry. Elective: Greek; Advanced History.

SECOND TERM—Required: History of Philosophy; Applied Chemistry; History of Civilization. Elective: Greek; Advanced History; Church History.

THIRD TERM—Required: Moral Science or Logic; Applied Chemistry; English Bible. Elective: Greek; Advanced History; Church History; Science of Rhetoric.

The following is the work to be done preparatory to the Philosophical Course:

English—Two full years, beginning with Rhetoric.

Other Modern Languages—Two full years.

Ancient Languages—Three full years of Latin or Greek.

Mathematics—Two full years, beginning with Algebra.

History—One full year (General History two terms; English History one term).

PHILOSOPHICAL COURSE

Graduates Receive the Degree of Ph. B.

FRESHMAN YEAR

FIRST TERM—Required: German or French; English. Elective: Latin or Greek; Zoology; Plane Trigonometry.

SECOND TERM—Required: German or French; English. Elective: Latin or Greek; Spherical Trigonometry; Geology.

THIRD TERM—Required: German or French; English. Elective: Latin or Greek; Botany; Surveying.

SOPHOMORE YEAR

FIRST TERM—Required: German or French; Physics. Elective: Greek, Latin or Hebrew; University Algebra.

SECOND TERM—Required: German or French; Physics. Elective: Greek, Latin or Hebrew; Analytical Geometry.

THIRD TERM—Required: German or French; Physics. Elective: Greek, Latin or Hebrew; Analytical Geometry.

JUNIOR YEAR

FIRST TERM—Required: Advanced History; Mental

Science. Elective: Greek, Latin or Hebrew; Chemistry; Old or New Testament History; Calculus; Elocution and Chorus.

SECOND TERM — Required: Advanced History; Civil Government; Outline Study of Man. Elective: Greek, Latin or Hebrew; Chemistry; Old or New Testament History; Calculus; Elocution and Chorus.

THIRD TERM — Required: Advanced History; Moral Science or Logic. Elective: Greek, Latin or Hebrew; Chemistry; English Bible; Elocution and Chorus.

SENIOR YEAR

FIRST TERM — Required: Christian Evidences; International Law or Political Economy. Elective: Old or New Testament History; Astronomy; Applied Chemistry; Advanced English.

SECOND TERM—Required: History of Civilization; History of Philosophy. Elective: Old or New Testament History; Applied Chemistry; Advanced English; Church History.

THIRD TERM—Required: Moral Science or Logic; Science of Rhetoric; Sociology. Elective: Applied Chemistry; Advanced English; Church History.

The following is the work to be done preparatory to the Literary Course:

English—Two full years, beginning with Rhetoric.

Other Languages — Two full years of any two of the following: Latin, Greek, German or French.

Mathematics—Two full years, beginning with Algebra.

History — One full year (General History two terms; English History one term).

LITERARY COURSE

Graduates Receive the Degree of Litt. B.

FRESHMAN YEAR

FIRST TERM -- Required: Latin; English. Elective: Greek, German or French; Zoology; Plane Trigonometry.

SECOND TERM -- Required: Latin; English. Elective: Greek, German or French; Spherical Trigonometry; Geology.

THIRD TERM -- Required: Latin; English. Elective: Greek, German or French; Botany; Surveying.

SOPHOMORE YEAR

FIRST TERM -- Required: Latin; Physics. Elective: Greek, Hebrew, German or French; University Algebra; Advanced English.

SECOND TERM -- Required: Latin; Physics. Elective: Greek, Hebrew, German or French; Analytical Geometry; Advanced English.

THIRD TERM -- Required: Latin; Physics. Elective: Greek, Hebrew, German or French; Analytical Geometry; Advanced English.

JUNIOR YEAR

FIRST TERM -- Required: Mental Science; Chemistry. Elective: Latin, Greek, Hebrew, German or French; Old or New Testament History; Elocution and Chorus.

SECOND TERM -- Required: Civil Government; Outline Study of Man; Chemistry. Elective: Latin, Greek, Hebrew, German or French; Old or New Testament History; Elocution and Chorus.

THIRD TERM -- Required: Moral Science or Logic; Chemistry. Elective: Latin, Greek, Hebrew, German or French; English Bible; Elocution and Chorus.

SENIOR YEAR

FIRST TERM — Required: Christian Evidences; International Law or Political Economy. Elective: Old or New Testament History; Astronomy, Applied Chemistry; Advanced History.

SECOND TERM—Required: History of Civilization; History of Philosophy. Elective: Old or New Testament History; Applied Chemistry; English Bible; Advanced History; Church History.

THIRD TERM—Required: Moral Science or Logic; Science of Rhetoric; Sociology. Elective: English Bible; Applied Chemistry; Astronomy; Advanced History; Church History.



PROFESSIONAL SCHOOLS

READE THEOLOGICAL SEMINARY

Aims and Methods

Never in the history of the church were greater demands made upon the Christian minister and the church worker than today. That students who go out from us may be able to meet these demands, it is the aim of the faculty to help them to secure the best spiritual and intellectual preparation. The ideals of the school are: A definite knowledge of personal salvation, with ability to give an intelligent "answer to every man that asketh him, a reason concerning the hope that is in him;" such a knowledge of the Bible as to be able to "rightly divide the word of truth;" special emphasis upon those doctrines which underlie all sweeping evangelical movements; a comprehensive study of the history of the church, resulting in charity for those of different opinions, while accompanied by a zeal to excel the accomplishments of the past; frank and unimpassioned discussion of questions of exegesis and apologetics.

As to methods of instruction, the faculty aims to adopt that system or variety of systems consistent with the enhancement of the deepest interest and most thorough study. Hence the best text books will be used, together with reference books, lectures, discussions, blackboard and original written exercises, praxis and criticism.

The following courses are provided—

First. For those undergraduates who are able to spend only about three years in preparation and must hasten to their work.

Second. For graduates who desire a complete professional course.

ENGLISH THEOLOGICAL COURSE

Graduates Receive a Diploma

The first two years of this course may be taken as a Missionary and Sunday School Workers' course, the completion of which will entitle the graduate to an appropriate diploma.

FIRST YEAR

FIRST TERM—Outline Bible Study; Old or New Testament History; Rhetoric; General History.

SECOND TERM—Outline Bible Study; Rhetoric; Old or New Testament History; General History.

THIRD TERM—Outline Bible Study; Rhetoric; Theological Compend, or Christian Purity; English History.

SECOND YEAR

FIRST TERM—Outline Bible Study; Old or New Testament History; Mental Science; Homiletics.

SECOND TERM—Outline Bible Study; Old or New Testament History; Outline Study of Man; Homiletics.

THIRD TERM—Outline Bible Study; Theological Compend or Christian Purity; Moral Science or Sociology; Homiletics.

THIRD YEAR

FIRST TERM—Systematic Theology; English Literature; Elocution and Chorus; Christian Evidences.

SECOND TERM—Systematic Theology; English Literature; Elocution and Chorus; Church History.

THIRD TERM—Systematic Theology; American Literature; Moral Science or Sociology; Church History.

LATIN OR GREEK THEOLOGICAL COURSE

Graduates Receive a Diploma

FIRST YEAR

FIRST TERM—Beginning Latin or Greek; Old or New Testament History; Rhetoric; General History.

SECOND TERM—Beginning Latin or Greek; Rhetoric; Old or New Testament History; General History.

THIRD TERM—Beginning Latin or Greek; Rhetoric; Theological Compend or Christian Purity; English History.

SECOND YEAR

FIRST TERM—Cæsar, books I and II, or New Testament Greek; Old or New Testament History; Mental Science; Homiletics.

SECOND TERM—Cæsar, books III and IV, or New Testament Greek; Old or New Testament History; Outline Study of Man; Homiletics.

THIRD TERM—Cicero's Orations and Prose Composition, or New Testament Greek; Christian Purity or Theological Compend; Moral Science or Sociology; Homiletics.

THIRD YEAR

FIRST YEAR—Latin or New Testament Greek; English Literature; Elocution and Chorus; Christian Evidences.

SECOND TERM—Latin or New Testament Greek; English Literature; Elocution and Chorus; Church History.

THIRD TERM—Latin or New Testament Greek; American Literature; Moral Science or Sociology; Church History.

POST-GRADUATE COURSE IN THEOLOGY

Graduates Receive the Degree of B. D.

JUNIOR YEAR

FIRST TERM—Greek; Hebrew; Sacred Geography; Christian Evidences; Merrill's Digest or Homiletics.

SECOND TERM—Greek; Hebrew; Church History; Outline Study of Man; Homiletics.

THIRD TERM—Greek; Hebrew; Church History; Homiletics; Moral Science or Sociology.

MIDDLE YEAR

FIRST TERM—Greek, New Testament; Hebrew, Studies in the Pentateuch; Old or New Testament History; Systematic Theology; Outline Bible Study; Elocution.

SECOND TERM—Greek, New Testament; Hebrew, I and II Samuel; Old or New Testament History; Systematic Theology; Outline Bible Study; Elocution.

THIRD TERM—Greek, New Testament; Hebrew, Ruth; History of Methodism or Outlines of Universal History; Systematic Theology; Outline Bible Study; Elocution.

SENIOR YEAR

FIRST TERM—Greek, New Testament; Hebrew Poetry, Psalms; Old or New Testament History; Systematic Theology; Outline Bible Study.

SECOND TERM—Greek, New Testament; Hebrew Poetry, Job; Old or New Testament History; Systematic Theology; Outline Bible Study.

THIRD TERM—Greek, New Testament; Hebrew, Prophecy; Comparative Religions and Missions; Systematic Theology; Outline Bible Study.

NORMAL DEPARTMENT

We present the following advantages for the consideration of teachers desiring to pursue a Normal Course:

First. A vast number of teachers educated in our state institutions and private Normal schools go into their work with skeptical tendencies. Their ideas are to be implanted in the minds of the rising generation. We believe there are many teachers who are ready to give the weight of their influence to a school which will inaugurate a reaction against these tendencies. This Taylor University is doing, and solicits the co-operation of all who desire our teachers to be sound in the Christian faith and practice. Any education which is complete must recognize the religious element of man's nature.

Second. The Normal Department of a University has advantages over the independent Normal School. (a) There is greater opportunity for the student to select from the various collegiate courses just the work he needs. (b) The professors are usually broader in culture as well as more proficient in their special lines of work. (c) In the University the student comes in contact with students preparing for other pursuits and thus has a more nearly correct view of educational problems and of life. This is of inestimable value to the teacher.

Third. We believe our Normal Course is equal to those of the great Normal Schools of our country.

In the preparation of the course of study the aim has been so to co-ordinate the academic and professional studies as to give a broad culture as well as teaching ability. The fact is too often overlooked in normal schools, that the principles and knowledge obtained in the higher studies are essential factors in determining a correct method in the more elementary subjects. The principles used in Arithmetic are wrought out and demonstrated in Algebra and Geometry; and no one

can be so good a teacher of Arithmetic without a knowledge of Algebra and Geometry as with it. Who can be successful in teaching Reading, though he study method for a lifetime, if he has no acquaintance with the field of literature and with the processes of literary interpretation? Who can properly teach English Grammar, if he be ignorant of the psychological processes that lie back of language forms and give them meaning? Who can give full meaning to the events of United States History, if he cannot see them as an organic part of the thought and feeling of the world? For these reasons the scholastic side of the teacher's training is emphasized while his strictly professional training is in progress.

In the professional training the aim is to give such knowledge of pedagogical principles and processes as will enable the teacher to work in their light rather than by rule or by imitation. The professional work is as follows:

(a) Psychology. Besides a study of the laws of mind and the relation between physical and psychical phenomena, frequent applications are made to the learning and teaching processes.

(b) Pedagogy. Here are considered the underlying principles of teaching, as determined by the nature of mind and of the subject. Stages of mental development are especially studied.

(c) School Management. The school is studied as an organic unity. All questions of discipline, correlation and sequence of studies, duties of school officials, teachers, and pupils are studied in relation to the end of the school, the self-realization of the pupil.

(d) History of Education. This covers the whole field of educational progress. The great teachers, Comenius, Rousseau, Pestalozzi, Fröbel and others are especially studied. The school systems of Germany, France, and England receive some notice.

(e) Philosophy of Education. The work is based on

Rosenkranz's Philosophy of Education, as edited by W. T. Harris, Ph. D., U. S. Commissioner of Education. Both intellectual and moral (including religious) education are philosophically treated; also the historical systems of education, as based on the purpose to be realized, are studied as follows:

- I. National: (1) Passive, (2) Active, (3) Individual.
- II. Theocratic or Jewish.
- III. Humanitarian: (1) Monkish, (2) Chivalric, (3) Civil Life.

NORMAL COURSE

Graduates Receive a Diploma

FIRST YEAR

FIRST TERM—Rhetoric; General History; Algebra; Elocution and Chorus.

SECOND TERM—Rhetoric; General History; Algebra; Elocution and Chorus.

THIRD TERM—Rhetoric; English History; Algebra; Advanced Grammar.

SECOND YEAR

FIRST TERM—Mental Science; Latin; Geometry; Physics.

SECOND TERM—Civil Government; Latin; Geometry; Physics.

THIRD TERM—Pedagogy; Latin; Geometry; Physics.

THIRD YEAR

FIRST TERM—School Management; Latin; English Literature. Elective: Chemistry or Zoology.

SECOND TERM—History of Education; Latin; English Literature. Elective: Chemistry or Geology.

THIRD TERM—Philosophy of Education; Latin; American Literature. Elective: Chemistry or Botany.

NOTE.—Students will be required, before graduation, to take such drills on the common branches as their individual needs demand.

If desired by a sufficient number, a class will be organized for the Teachers' Reading Circle work.

COMMERCIAL DEPARTMENT

COURSES OF STUDY

Graduates Receive a Diploma

BOOK-KEEPING COURSE

Arithmetic,	Rapid Calculating,
Book-keeping,	Correspondence,
Spelling,	Business Forms,
Commercial Law,	Business Penmanship,
Commercial Grammar,	Actual Business Practice.

SHORTHAND COURSE

Theory and Practice of Shorthand,	
Correspondence,	Reporting,
Legal Work,	Rapid Dictation,
Transcriptions of Letters,	Tabulated Lists,
Business Forms,	Reports,
Copying,	Penmanship,
Spelling,	Letter Writing,
Punctuation,	Commercial Grammar,
Typewriting,	Commercial Law.

COMBINED COURSE

This course comprises all the subjects and branches of the two foregoing courses. The time required by the average student to complete either the Book-keeping Course or the Shorthand Course is one year. Two years are usually needed for the completion of the Combined Course.

THE MUSIC DEPARTMENT AND ITS AIM

The Music Department of Taylor University offers to its patrons first-class advantages for a practical and complete musical education. Realizing, in a measure, the importance of the study, it is taught, not merely as a delightful accomplishment, but as a science worthy of earnest thought and effort.

It is the object of a musical education to awaken and refine sentiment. Therefore, we use only the best works, those which are calculated to educate and develop the appreciation of the beautiful and to exercise the imagination in their interpretation.

All pupils are examined and graded upon entrance and are marked each term, according to their advancement.

THE STUDY OF THE PIANOFORTE

Students pursuing this branch are taught a proper position, touch, how to play with expression, correct time, etc. The greatest care is taken to establish a thorough technical foundation. The foundation of a good legato touch is the foremost matter with the average pupil.

The course for the Pianoforte will require from four to five years for completion, according to the ability of the pupil. Promotion is not limited by time, but depends upon the progress of the student. It is advisable that one should begin the study of music with the determination of completing at least a certain part of the course, if not the whole.

COURSES OF STUDY

PIANO

Graduates Receive a Diploma

GRADE I—Koehler, Op. 190; Diabella, Op. 149; Burgmuller, Op. 100; Czerny, Op. 139, book I; Matthews, book I; Mason's Touch and Technique; book I; Joseph Low's four hand studies.

GRADE II—Duvernoy Etudes, Op. 176; Koehler, Op. 50; Czerny, Op. 139, book II; Heller, Op. 47, book I; Shuman

Album for the Young, Op. 68; Sonatinas of Kuhlau and Clementi; Matthews, book II; Mason's Touch and Technique, book II.

GRADE III—Heller, Op. 46; Berens, Op. 61; Bertini, Op. 29, book I; Bach, Twelve Little Preludes and Fugues; Mendelssohn's Songs Without Words; Hayden and Mozart, Sonatas.

GRADE IV—Heller, Op. 16 and Op. 45; Cramer and Bulow, Studies; Jensen, Op. 32; Wilson G. Smith, Octave Studies; Bach, Two Part Inventions; Hayden, Mozart, Beethoven, Sonatas: Selections from Schuman, Moszkowski, and others.

GRADE V—Kullak, Octave Studies, Nos. 1 and 5, Op. 48; Moscheles, Op. 70, book II; Thalberg, Studies, Op. 26, Beethoven, Sonatas; Chopin, Waltzes.

GRADE VI—Tausig, Daily Studies; Bach, Preludes and Fugues; English Suites; Reinecke, Op. 121, Books II and III; Chopin, Preludes and Polonaises; Greig, Tone Pictures; Selections from Raff, Jensen, Weber and Hummel.

STUDY OF THE REED ORGAN

The course of the Reed Organ is as complete as that for the Piano, with studies selected suitable for this instrument. There are styles of music for which the Organ is the only instrument suitable. Those studying this branch will be taught compositions best adapted to its use.

VOCAL CULTURE

A specialty is made of the study of the voice. Voices are trained on scientific principles. Pupils are taught to sing at sight. Songs of both classical and modern authors are studied, also Ballads and Oratorio Music.

COURSE OF INSTRUCTION

VOICE

GRADE I—Lessons in breathing and Tone Production. Blending of Registers. Preliminary study of the *Messa di Voce*. Songs of medium difficulty.

GRADE II—Scales for mixture and equalization of registers. Study of Intervals with Portamento. Exercises from Randegger's Method in slow trills and runs. Arpeggios in simple form. Concone's vocal exercises, Op. 9. Studies of Nava, book II, Op. 21, and more difficult compositions.

GRADE III—Major and Minor scales, Arpeggios, more rapid trills. Studies from Lablanche, Nava, Op. 21, book III. Vaccai's vocal exercises. Songs suitable for grade.

GRADE IV—Intervals with Portamento, Major and Minor scales, Arpeggio's in more difficult forms. Chromatic scales in slow movement. Studies of standard merit to suit grade. Songs of suitable selection.

Vocal students should have some knowledge of the Piano before attempting Voice Culture. Theory and History of Music are required of each student before graduation in the Vocal Department, as no one is considered thorough who does not understand the fundamental principles.

HARMONY AND MUSICAL LITERATURE

The course in these studies requires two years for completion and is taken in classes. No student will be recommended for graduation without a knowledge of theory. Such a person would be merely a performer, not a musician.

Harmony is taught according to the latest method, Dr. Clarke's book being used as a text. Fillmore's Lessons in Musical History is used as the basis of the lectures on history.

The department has the nucleus of a good musical library, to which books will be added from time to time and which will be for the use of the students in the musical department.

DEPARTMENTS OF INSTRUCTION

GREEK

FIRST YEAR—During the first year White's "First Greek Book" is used. The course is exacting as to the quality of the work. Inflections and common constructions are mastered. Drill is given in translation of simple Attic prose at sight and from hearing. While the student is encouraged to acquire as large a vocabulary as possible, the primary aim of the course is thoroughness in grammatical principles as a foundation for subsequent Greek reading.

SECOND YEAR—Xenophon's *Anabasis* and Homer's *Iliad*. Three or four books of the *Anabasis* are read in connection with prose composition. The proportionate time is given to translation and prose work suited to the needs of the class. Three books of the *Iliad* are read.

THIRD YEAR—Herodotus, Demosthenes' *Philippics*, Plato's *Apology*, and *Crito* and selections from the *Phædo*. Prose composition based on the text being read, will be given during the second and third terms.

FOURTH YEAR—Thucydides, book I, with selections from other books. Tragedies of *Æschylus*, *Sophocles* and *Euripides* are studied during the second and third terms.

FIFTH YEAR—Plato's *Republic* and *Pastoral Poetry* from *Theocritus*, *Bion* and *Moschus* will be read in connection with advanced Greek composition, lectures by the professor, and preparation and discussion of papers by members of the class.

Course Five will not be given for a class of less than six students, and may be varied from year to year.

LATIN

The work in Latin includes both Academic and Collegiate courses. Care has been taken to select for study, authors whose writings are characterized by a high order of talent.

There are three years of prescribed work in the Academic course. "Grove's Latin Exercises" is the text book used in the beginning Latin. The remainder of the course includes four books of *Cæsar's Commentaries*, six orations of *Cicero*, and six books of *Virgil's Æneid*.

For the A. B. degree two years of college Latin are prescribed. The first year's work includes courses in Latin Correspondence, Poetry, and Philosophy. Pliny's Letters will be read the first term, Cicero's *De Senectute* and *De Amicitia*, the second term, and Horace's Odes, the third term.

The second year's work is changed from year to year and includes the writings of such authors as are usually studied by advanced classes.

In the class room careful attention is given to accurate translating and the complete analysis of Syntax, including a thorough study of the Subjunctive. It is the aim of the professor in charge to see that his students get all the mental discipline to be derived from a searching study of the language.

ENGLISH

PRELIMINARY WORK

ENGLISH GRAMMAR—Several classes in English Grammar are offered each year for any who are deficient in the English requirements for entrance to any of our regular courses.

A course in Advanced Grammar is offered to those who are preparing for the teaching profession, and to any others who have sufficient preparation for the work.

ACADEMIC WORK

RHETORIC AND COMPOSITION—The rules of capitalization and punctuation are reviewed before a study of diction is begun. Some time is spent in the study of synonyms. The various forms of sentences are studied and the qualities of unity, clearness and force especially emphasized. The various kinds of discourse and different properties of style are studied. Thorough drill in paragraph writing is given. Composition work accompanies the theoretical work throughout the year. This covers the various classes of composition: description, narration, exposition, and argumentation.

Students are required to write essays, themes, editorials, and orations.

ENGLISH LITERATURE—Two terms are devoted to the History of English Literature, supplemented with a careful study of some of the masterpieces of English Literature.

AMERICAN LITERATURE—One term is devoted to the History of American Literature supplemented with careful and critical study of the principal works of the greatest writers.

The same precollegiate work is required in the Theological and Normal courses as in the Academic.

COLLEGE WORK

FRESHMAN ENGLISH—In all the Collegiate courses this work is required. In the first and second terms the masterpieces of English Literature are studied critically; in the third term the masterpieces of American Literature.

ADVANCED ENGLISH—In this work special attention is given to the diction and characteristics of the great prose writers. Clark's Prose Writers is used as a text. This work is supplemented with essay writing and paragraph writing, narrations, descriptions, arguments, and character sketches.

SCIENCE OF RHETORIC—One term is devoted to the Science of Rhetoric. Hill's Science of Rhetoric is used as a basis for the work. The principles of effective discourse are studied under three general heads: (a) Laws of Mind. (b) Laws of Idea. (c) Laws of Form.

Some practical work in writing and speaking is done.

ELOCUTION

It is the aim of this department to teach Oratory as an Art based upon absolute laws of nature, and to give students thorough and systematic training in the principles of expression.

A few minutes of each recitation are taken for physical culture, in which are considered the physiological laws underlying breathing and voice production.

The object of such exercise is not only to increase the capacity of the lungs and to gain control of the breath, to develop poise, strength and flexibility of the body; but also to incite responsiveness in the nerve centers, which renders the body highly susceptible to thought, purpose and emotion; thus making it a perfect servant of the mind and soul.

The basis of the method used is the development of the individuality of the student. The work is psychological in its nature, seeking to induce right states of mind out of which true expression must grow.

We endeavor to develop the essential qualities of a good voice

in order that the feelings which have been impressed may be properly expressed.

The class work includes the most practical forms of reading; such as common reading, the study and delivery of orations, and scripture, hymn and ritual reading.

Those who desire to make a specialty of this subject will be given work suited to their needs.

HISTORY

Our aim in the department is to stimulate original research, and to emphasize as an end, the origin and growth of ideas and institutions, while external events and incidents are viewed as means.

Each student is required to prepare, and read before the class one or more lectures upon some topic germane to the work in hand, which will necessitate a large amount of supplementary reading, and thus broaden the views of the student.

This is made possible by having a carefully selected reference library at the command of the student.

In addition to the preparatory work done in General History and English History, we offer advanced work of a high order, required in the Junior year of the Philosophical course and elective in the Senior year of the Classical, Scientific and Literary courses.

MENTAL AND MORAL PHILOSOPHY

(a) **PSYCHOLOGY.** The work is based on Halleck's Psychology and Psychic Culture. The great danger in beginning a course in Mental Philosophy is that the work will be so abstract and far removed from the sense-studies which the student has been pursuing that he will have little apperceptive basis for interpretation. The work, therefore, is made simple and concrete as far as possible. Numerous illustrations are used, and frequent applications of psychological principles to practical life are made, especially in the professions of teaching and preaching.

(b) **OUTLINE STUDY OF MAN.** The work is based on Hopkins's Outline Study of Man. This considers the operation of forces under the law of the Conditioning and Conditioned, until man is found in the place of Dominion. The whole man is then studied—body, soul, spirit. The problems of psychology which fall in the borderland of metaphysics are clearly treated. The student is introduced to some

problems of epistemology, and a brief consideration of the doctrines of the mental life which have divided the philosophic world for centuries. The last of this course is devoted to the study of the Will in its relation to the Intellect and Sensibilities. Hopkins's *Law of Love* and *Love as Law* is read as a companion book. This carries us into the field of Ethics.

(c) MORAL SCIENCE. The work is based on Hickok's *Moral Science*. Both theoretical and practical ethics are studied. The various theories of the ultimate moral rule and end are critically studied. There is free discussion on the application of well-established moral principles to current problems of political, social, and religious life. Here the work touches the fields of Political Economy, Sociology and Theology.

(d) HISTORY OF PHILOSOPHY. Beginning with Greek philosophy, about 600 B. C., the progress of philosophy is traced. Besides a brief biography of each philosopher, the fundamental principles of his philosophy are studied. Haven's *History of Philosophy* is used as a text.

(e) LOGIC. In the work in Logic we are careful not to allow the subject to become dry and formal. The student is required to furnish concrete examples, drawn from experience or from literature, to illustrate its different phases. We hold that a study of Logic gives mental discipline as well as criteria by which one may avoid fallacious reasoning. Both the inductive and the deductive methods are studied. The work is based on the Jevons-Hill text.

POLITICAL AND SOCIAL SCIENCE

CIVIL GOVERNMENT. The development of our forms of government from English forms is studied. Comparative study of the Colonial governments is made. The development of township and county as government units and of their combination gives the student an insight into the differences in local self-government in the different sections of the United States. The Constitution of the United States is thoroughly studied.

POLITICAL ECONOMY. This subject is considered in its relation to Sociology and other allied subjects, and its scope clearly defined. The theories advocated by the leaders of thought in this field are studied and criticized. The principles of Political Economy are treated in the light of Ethics and Christianity.

INTERNATIONAL LAW. The course covers the following principal divisions: (a) The moral and jurial grounds of International

Law, its sources and growth. (b) The powers and rights of states in time of peace. (c) The rules and usages governing belligerents. (d) The relations between neutrals and belligerents. (e) Modes of arbitration and movements tending toward universal and permanent peace. Perhaps in no other study is Christianity as a world-force so clearly revealed. Current questions of International Law are discussed in class. Library work on some phases of the subject is required of each student.

SOCIOLOGY. This course presents a brief outline of sociological thought: A discussion of the elements of association underlying social relations and institutions; the results of race, group and individual competition; the conditions of progress, and the relation of Christianity to some of the great sociological problems, such as degeneration, pauperism, crime, immigration, divorce, great cities, education.

HISTORY OF CIVILIZATION. The field of study in the history of civilization, aside from a glance at the ancient world, is chiefly the Middle Ages; extended, however, to the era of the French Revolution, as exhibiting the rise and development of the institutions which are of most interest. A text-book (Guizot) is used, but with assigned collateral readings and outlines and lectures by the professor.

MATHEMATICS

Correlation, originality, and practicality express three ideas to which we give special prominence in our work in Mathematics. By bringing the different divisions of a subject into proper relationship, we make fewer the apparent independent principles involved. For instance: True and Bank Discount are made particular cases under Interest and not independent processes. In reasoning and explaining, the student is led to throw himself out into actual experience and to cut away from the stereotyped forms of the text book to an extent that will cause him to develop into an original thinker, rather than into an automaton. As to method in arithmetic, or any other branch of Mathematics, we hold, stating our position briefly, that to be a successful teacher of the same, one should become thoroughly imbued with the subject, and then be able to present it in a practical, common-sense way. Interest in the subject is sure to follow, and with prolonged interest comes mastery.

REVIEW WORK

ARITHMETIC. A class is offered which runs through the en-

tire year. The first term is devoted to Factoring and Fractions, the second term, to Denominate Numbers, Evolution and Mensuration, and the third term to Percentage. This class is suited to those who have but little knowledge of the subject. Our system in Arithmetic is somewhat novel but very simple and helpful.

ACADEMIC WORK

(a) ALGEBRA. Since the student's progress in higher Mathematics depends so largely upon his knowledge of Algebra, we devote an entire year to the first text on this subject, Wentworth's New School Algebra. We aim to reach Fractional Equations by the close of the first term, Imaginary Expressions by the close of the second, and to complete the text, omitting some of the less important divisions, by the end of the year.

(b) GEOMETRY. An entire year is devoted to the study of Geometry—the first two terms to Plane, and the last to Solid Geometry. The student is encouraged to follow the demonstrations in the text until he has acquired some foundation material and a knowledge of the methods of proving a proposition, then he is urged to be as independent as possible. The majority of the original examples given in Wentworth's Complete Geometry are solved.

COLLEGE WORK

(a) TRIGONOMETRY. The Fall and Winter terms are given to the study of Plane and Spherical Trigonometry. The basic formulæ are gotten by development and the dependent ones by reason and analogy rather than pure memory. Almost all the problems found in Wentworth's complete text are solved.

(b) SURVEYING. The department has a good Compass, "Y" Level, and other necessary instruments. We devote the suitable days of the Spring term to actual work in the field on Rectangular Surveying and Ordinary and Topographical Leveling, and the remainder of the time to getting the theory, working out field notes, and plotting results.

(c) UNIVERSITY ALGEBRA. Acquaintance with the text used, Chas. Smith's "A Treatise on Algebra," will give a fair idea of what we undertake to do in this one term's review of the subject of Algebra. The work done in it is a most excellent preparation for the Analytical Geometry which follows.

(d) ANALYTICAL GEOMETRY. The Winter and Spring terms are devoted to the study of Wentworth's Plane Analytic Geometry. Most of the exercises on the Straight Line and the four Conic Sections are studied and enough plotting is required to give the student proficiency.

(e) **CALCULUS.** Hardy's Elements of Calculus is the principal text used. The work is covered in two terms—the Differential Calculus during the Fall term and the Integral Calculus during the Winter term.

THINGS REQUIRED

In order to secure the refining benefits of the association of the sexes in school life, the utmost prudence will be exacted on the part of young men and women.

Proper observance of study hours.

Prompt attendance on all prescribed exercises.

Attendance at church once each Sabbath.

Cheerful compliance with all temporary, prudential rules established by the Faculty.

All absences excused or unexcused will count as zero in average of scholarship in the class from which the absence occurs unless the work has been made up satisfactorily to the professor in charge.

No student will be permanently excused from any class in which he has been enrolled without petitioning the Faculty.

The Literary societies shall adjourn not later than 10:00 p. m.

No special meeting shall be held during study hours without permission.

Athletic sports are forbidden during study hours.

Students desiring to visit other students during study hours must obtain permission.

Students must not leave town without permission.

Students will not be permitted to leave the grounds during study hours without permission.

No student may at any time enter the room of a student of the opposite sex without special permission.

All excuses and permissions must be obtained from the Dean.

THINGS FORBIDDEN

Marking or defacing the University building.

Use of intoxicating liquors.

Use of tobacco.

Card playing.

Use of profane or obscene language.

Noisy, disorderly or unseemly conduct of any description.

No organization of any kind can be effected in the College without the consent of the Faculty.

Secret fraternities are not permitted in the College.

STUDY HOURS

Study hours are from 7:45 a. m. to 12:00 m., from 1:30 p. m. to 4:30 p. m., and from 7:30 p. m. to 10 p. m., during which time each student is required to be in his own room or at the regular exercises of the school. Ten o'clock p. m. is the hour for retiring, after which perfect quiet must prevail. Study hours are uniform for every day except Saturday. Study hours on Saturday are from 7:30 p. m. to 10 p. m.

EXPENSES

Tuition, First Term (14 weeks).....	\$14 00
Room Rent, with gas (when available) for light and fuel.....	7 00
Board at Dining Hall.....	21 00
Total.....	\$42 00
Tuition, Winter Term (11 weeks).....	\$11 00
Room Rent, with gas (when available) for light and fuel.....	5 50
Board.....	16 50
Total.....	\$33 00
Tuition, Spring Term (11 weeks).....	\$11 00
Room Rent, with gas (when available) for light and fuel.....	5 50
Board.....	16 50
Total.....	\$33 00
Total for the Year.....	\$108 00

Instrumental Music, 50 cents a lesson.

Vocal Music, 50 cents a lesson.

Harmony and Theory, \$2.50 per term.

Elocution, private, 50 cents a lesson.

Piano Practice, 3 cents, period of 45 minutes.

Organ Practice, 2 cents, period of 45 minutes.

Type-writing practice, 3 cents, period of 45 minutes.

FAITH FUND

NINETY DOLLAR RATE

The Faith Fund of Taylor University consists of gifts from friends of Christian Education, which aggregate several hundred dollars a year, and free rooms in the several Dormitories provided for that purpose.

Young men and women who are preparing for the ministry or for missionary work, and the children of ministers, either traveling or local, are entitled to this help. It is bestowed on the students in the form of free room rent, provided they board at the University Dining Hall, and cannot be otherwise applied except in cases where the student has a home in the village and does not need room rent or board. In such cases the college will deduct this amount from the price of tuition. This will reduce the annual expense, to the above classes of students, from one hundred eight dollars (\$108) a year to ninety dollars (\$90) a year. We desire all our students to pay special attention to this explanation of the \$90 a year rate.

Our published rate of tuition is for what is considered by the Faculty to be Full Work for the students. Four daily recitations in other branches or two lessons a week in music are considered Full Work. A student who takes more than two music lessons a week or more than four regular studies, except in review work, will be charged extra. A student may take one lesson in music per week and two other studies without extra charge.

PLEASE READ THE FOLLOWING CAREFULLY

Tuition is payable by the term in advance and no deduction will be made, except in protracted sickness, and then for not more than half a term.

Fees for board and room furnished by the University are likewise to be paid in advance.

When a room is taken it is understood that it is for a whole term, and no deduction will be made if it is vacated before the term closes. Where students room or board outside the college halls it must always be with the approval of the Faculty.

Students will not be permitted to enter classes till all dues are satisfactorily adjusted and registration completed.

A FEW BROAD HINTS

1. Our University is not a REFORMATORY, hence we do not want students who have shown themselves unmanageable at home or in other schools.

2. We do not want the idle, the lazy.

3. We do not want those who are more bent on amusement than on study.

4. We do not want tobacco users. Quit before you come.

5. We do want the best young people of the land, whether they be rich or poor.

6. We want the earnest, the true, who come for hard study and are determined to develop strong, noble characters. To all such we extend a welcome hand and we shall be glad to aid them in their work.

7. We are often asked whether students must furnish anything for their rooms. We answer no, but we do desire each student to bring a half-dozen napkins with his name stamped upon them.

FORM OF BEQUEST

I give, grant, and devise to the Taylor University, of Upland, Grant County, State of Indiana, the following described property, to-wit:

.....for the purpose of improving the buildings of said University and towards building new ones if necessary, and adding to its apparatus, for one or for all of these purposes as its trustees may deem for the best interests of the Institution, and for no other purposes, except that any unused portion be passed by them into the endowment fund.



TEXT BOOKS USED IN THE UNIVERSITY

Advanced English.....	Clark's Prose Writers
History of Civilization.....	Guizot
Logic.....	Jevons-Hill
Beginning German.....	Joynes-Meissner
Beginning French.....	Whitney
German Reader.....	Huss
French Reader.....	Whitney
Greek Grammar.....	Goodwin or Hadley
Philosophy of Education.....	Rosenkranz
American Literature.....	Pattee
Zoology.....	Tenny
Geology.....	LeConte
Botany.....	Gray, School and Field Book
Political Economy.....	Ely
Social Elements.....	Henderson
History of Methodism.....	Stevens
Outlines of Universal History.....	Fisher
New School Algebra.....	Wentworth
University Algebra.....	Chas. Smith
Geometry.....	Wentworth
Analytical Geometry.....	Wentworth
Trigonometry and Surveying.....	Wentworth
Civil Government.....	Fiske
Pedagogy.....	White
Physics.....	Gage's Principles
School Management.....	Tompkins
History of Education.....	Seeley
Chemistry.....	Storer and Lindsay
International Law.....	Woolsey
Astronomy.....	Both Newcomb and Young
History of Philosophy.....	Haven
Science of Rhetoric.....	Hill
Beginning Latin.....	Grove's Latin Exercises
Latin Grammar.....	Harkness
Old Testament History.....	Smith
New Testament History.....	Smith
Psychology.....	Halleck
Preparation and Delivery of Sermons.....	Broadus
Church History.....	Hurst
Manual of Christian Evidences.....	Row
Theological Compend.....	Binney
General History.....	Meyer
Outline Study of Man.....	Hopkins
Christian Purity.....	Foster
English History.....	Montgomery
English Literature.....	Halleck
Greek, First Book.....	White
Hebrew, Harper's Elements.....	Harper
Systematic Theology Vols. 1 and 2.....	Miley
Moral Science.....	Hickok
Digest of Methodist Law.....	Merrill
Elocution, Choice Readings.....	Cummock
Rhetoric.....	

The following subjects by any author—

Hebrew Bible.	Pliny.
Greek New Testament.	Herodotus.
Cæsar.	De Amicitia.
Cicero's Orations.	De Senectute.
Xenophon's Anabasis.	Horace.
Virgil's Æneid.	Livy.
Homer's Iliad.	Thucydides.
Immense.	Plato.
La Fontain's Fables.	Tacitus.
Plautus.	Sophocles.
Æschylus' Prometheus Bound	Lessing's Minna von Barnhelm.
Lucretius.	Frieze's Quintilian.
Goethe's Herman and Dorothea.	Schiller's Jungfrau von Orleans.
Halevy's L'Abbe Constantine.	

NAMES OF STUDENTS

Antle Joseph.
Anderson Harvey.
Architect Louis V.
Archibald Ira D.
Archibald C W.
Arrasmith M P.
Atkinson W F.
Ayres Arthur.
Adams Ira.

Bain Joseph S.
Ballinger Cleo.
Baker Rose.
Boillinger Clifford.
Barringer Charles.
Bennett Joseph.
Bell Robert.
Blackburn C A.
Ballinger Mrs John.
Boase Herbert.
Bowen Anna.
Bowers C M.
Brackney Mrs O W.
Brown Fred.
Brandyberry M T.
Brown J Ley.
Bristol G H.
Brussell Ada.
Bryant Amelia.
Butterworth Arthnr W.
Burkett A D.
Burlison Walter.
Brokaw F J.
Baldwin Elmina.
Ballinger Miss.
Brown Everett. 35

Connolly Gertrude.
Cartwright Mabel.
Carlson Henry.
Christensen Dorothy.
Christensen E R.
Christmond Mattie D.
Cline Laura B.
Coats Cornelius.
Conklin Harriet.
Conklin Wesley.
Cook Homer C.
Coats Maude.
Casker Edward.

Darling Iva M.
Day Albert E.
Dey William.
Dickerson Mrs Jennie.
Drake Jacob.
Deeren Kemp.
Dally Harry. 55

Eaton Margaret.
Edgington Mrs Hattie.
Edgington C M.
Evaul S H.
Evaul J W.
Everson C J.
Elsea Samuel.
Ellis C H. 63

Ferguson T D.
Fithlan Ella.
Foltz E B.
Foltz Mrs E B.
Foltz M C.
Ford Mrs Effie.
Francis Theodore.
Friar R K.

Gant C W.
Garrison Alta.
Gardner Edward.
Geyer R P.
Geyer Mrs R P.
Goodenough Mrs O.
Goodenough Charles.
Goodenough Edith.
Goodenough Carrol.
Gornall Robert E.
Gornall William.
Graham M B.
Groff J E.
Grimley Cleveland.
Graves Mrs O J. 71

Hess Lelia.
Haindel Roscoe.
Halford Harry.
Halford Mrs Harry.
Hall Bertha.
Hampton Genevieve.
Hastings Elizabeth.
Hastings Howard.
Hettlesater Kathryn.
Hettlesater Caroline.
Herrington W W.
Hicks C D.
Hicks Jane.
Hilbers F G.
Hile C A.
Hile Mrs C A.
Hocker H H.
Hurst Lonnie.
Henderson Thomas.
Hunter Mrs E M.
Hendee Vivian.
Hargett I M.
Hurst George.
Hurst J A.
Hornor Miss L. 86

Ilk R A.

James Margaret.
Johnson Laura.
Jones Grace.
Jones Helen.
Johnson Frank.
Jones Clara. 111

Kearney Ida Belle.
Keller William.
Keller Mrs William.
Kendall L H.
Kiger O N.
Kiger Mrs O N.
Kirby F E. 125

Kletzing Elva.
Kline Daisy.
Knight Bertha. 128

Lackie Louisa.
Lacklan Jesse.
Lasher H W.
Lemoine E A.
Linville W H.
Longworth V W.
Laymance Mrs W N.
Laymance W N.
Ley Horace.
Lantz Joseph.
Little Mary. 139

McVicker Bessie.
McVicker Ethel.
McMillen Mrs. I N.
Maier H W.
McDougal I J.
McVicker Grace.
Meredith Arthur.
Merrin Hattie. S.
Merrin M.
Meyer Jennie A.
Metz Samuel.
Miller T H.
Miller W V.
Moody O M.
Moore B S.
Morgan Elizabeth.
Morrison F G.
Morrison Mrs F G.
Morton Minnie.
Murakami Suoji.
Munro A O.
Myers Florence.
Moore Earle.
Morrison H C.
Morrison Ada.
McRoberts D.
Malloy M P.
Maxwell W F. 167

Newcombe J S.
Northrop B W.
Northrop Mrs. B W. 170

Oakes S R M.
Oting F H.
Ovenshire John.
Outland Miss A. 174

Payne J D.
Phillips Leola.
Pierson Edith.
Pierson Ray.
Porter J Elmer.
Porter Clarence.
Peak Letchie.
Peoples Eva.
Peele Clayton.
Perry Sarah.
Penrod L. 185

Ragsdale Ray. 186

Randall Albert.
Reade Dora.
Richardson Ora.
Roberts A V.
Rochefort F L.
Royse H R.
Russell A.
Rupert George W.
Robbins H H.
Ross Maude.
Rebstock J C.

Schneiderman Louie.
Salstrom Luther.
Scharer Charles W.
Scharer W B.
Scharer G A.
Scharer E J.
Schemerhorn William.
Schofield George.
Schofield Howard.
Searle John.
Searle William.
Shaw Clarence.
Shaw Arthur.
Shilling E Pearl.
Sickel W J.
Singer Arlington.

Smith Alta.
Smith J D.
Smith Mrs J D.
Smith F E.
Smith A L.
Snead Mabel.
Snead J M.
South O R.
South R S.
Speicher Esther.
Sprinkel James.
Stafford Charles O.
Stanley Jefferson.
Staver William.
Stelle John R.
Stewart R L.
Stover Florence.
Strehl G B.
Strevey E E.
Strickler L E.
Sunderland A J.
Sutton Ethel.
Sutherland Miss M.
St Clair Sylvia.
Sweeney E E.
Sudlow G H.
Schell L P.
Snead A C.

Teeter Clara.
Townshend E V.
Turbeville S H.
Thompson D.

Van Arsdale J.

Williams Austin.
Wagner Martin L.
Walton Laura.
Watson William.
Weimer C O.
Wendell L O.
White Grace.
Whitehead Garland.
Williams Mrs D Beth.
Williams Mae.
Wilson Walter.
Woodruff J C.

Yeisley O J.
Yeisley Olive.
Young J E.

Zimmerman Clarence.
Zimmer Miss E.

COLLEGE

SENIORS

Eyaul Samuel H, Ph. B.
Foltz Earl Bennet, Ph. B.
Morrison F G, A. B.

James Margaret Care, A. B.
Merrin Harriet Sylvia, Ph. B.

JUNIORS

Day A E, A. B.
Hastings Elizabeth, Ph. B.
Kendall L H, Ph. B.
Scharer Charles, Ph. B.

Kellar W J, A. B.
Sunderland A J, A. B.
Morton Minnie, A. B.

SOPHOMORES

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Foltz M C, Ph. B.
Roberts A V, A. B.

Stuart Robert L, Ph. B.
Turbeville S H, Ph. B.
Arrasmith M P, Ph. B.

FRESHMEN

Architect L V, A. B.
Baldwin Elmina, Ph. B.
Eyaul J W, Ph. B.
Goodenough Charles B, Ph. B.
Hargett I M, Ph. B.
Hendee Vivian, A. B.
Hicks O D, A. B.
Hastings Howard, Ph. B.
Herrington W W, Ph. B.
Hettelsater Caroline, A. B.

Jones Helen, Ph. B.
Kirby F E, A. B.
Kiger O N, Sc. B.
Murakami Shoji, Ph. B.
Pierson Ray, Ph. B.
Richardson Ora, Ph. B.
Snead Melvin, A. B.
Townshend E V, Ph. B.

ACADEMY

SENIOR

Anderson Harvey.
Hampton Genevieve.
Kietzing Elva.

Metz Samuel.
Meredith Arthur.
Smith F E.

Shaw Arthur F.
Sickel W J.

TAYLOR UNIVERSITY

47

MIDDLE

Archibald Wesley.
Bennett Joseph.
Burlison W.
Elsea Samuel.
Hocker H H.

Johnson Frank.
Lacklan J.
Lemoine E A.
Morrison H C.
Maxwell W F.

Newcombe J S.
Oakes S R M.
Sweeney E E.
Wagner M L.
Wilson W.

JUNIOR

Atkinson W F.
Ayres A H.
Archibald Ira D.
Barringer C W.
Bain Joseph S.
Carlson Henry.
Eaton Margaret E.
Ford Mrs Effie.
Goodenough Edith.
Hurst Alonzo.
Halford Harry.

Haindel Roscoe.
Ley Horace.
Malloy M P.
McRoberts D O.
Maier H W.
Myers Florence.
Morrison Ada.
Reade Dora.
Snead Mabel.
Sudlow G H.
Schemerhorn William.

Sprinkel J M.
Stafford Charles.
Schofield George.
Singer Arlington.
Strickler L E.
Scharer E J.
South O R.
Watson William.
Whitehead Garland.
Weimer Charles O.
Yeisley C J.

THEOLOGICAL

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Northrop B W.
Payne J D.

Russell Andrew.
Second Year—
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Illk R.
Laymance W.

Miller W V.
Moody O M.
Third Year—
Smith David.

LATIN

Hile C A, First Year.

Woodruff John Charles, Third Year.

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Edgington C M.
Edgington Mrs H.
Ferguson T D.
Lasher H W.
Linville W H.
Moore B S.

Meyer Jennie.
Mugrove A O.
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Gornall R E.
Miller T H.
McDougall L J
Royse H R.
Strevey E E.
Third Year—
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Graham Morrison B.
Groff Edward J.
Hilbers Frederick G.

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Brokaw F J.
Baker Rose
Conklin Wesley.
Conklin Harriet.
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Geyer R P.
Hunter Mrs E M.

Hile Mrs C A.
Hunt J A.
Hurst George.
Henderson Thomas.
Longworth V W.
Lantz Joseph.
Morrison Mrs F G.
Merrin Marjorie.
Moore Earl

Phillips Leola.
Peak Letchle.
South Ray S.
Sutherland Myra.
St Clair Sylvia.
Strehl G B.
Thompson Dulce.
Williams B Mae.
Rupert G W.

NORMAL DEPARTMENT

Bowen Anna.
Christmond Mattie.
Goodenough Mrs C L.

Jones Grace.
Lackie Louisa.
Morgan Elizabeth.

Porter Elmer.
Stover E Florence.

COMMERCIAL STUDENTS

Bollinger A C.
 Bell Robert.
 Brussell Ada.
 Bollinger C C.
 Bristol G L.
 Butterworth A.
 Brown J Ley.
 Brown Fred.
 Conklin C W.
 Casker James.
 Christensen E R.
 Drake James.

Friar R.
 Fithian Ella.
 Goodenough Edith.
 Goodenough Carol.
 Geyer R P.
 Grimsley C.
 Knight Bertha.
 Kearney Ida.
 Morrison H C.
 Ovenshire John.
 Peele J C.
 Phillips Leola.

Rebstoek J C.
 Rochefort F L.
 Salstrom L A.
 Scharer George.
 Smith Alta.
 Shilling Pearl.
 Strickler L E.
 Townshend E V.
 Van Arsdale Jessie.
 Wendel Levi.

ELOCUTION DEPARTMENT

Antle Joseph.
 Archibald I D.
 Baker Rose.
 Bennett Mrs J.
 Blackburn C A.
 Bowen Anna.
 Boase H.
 Brown Fred.
 Christensen Dorothy.
 Chritmond Mattie.
 Coates Cornelius.
 Cook H C.
 Elsea Samuel.
 Everson C J.
 Eaton Margaret.
 Goodenough Charles.

Goodenough Edith.
 Graham M B.
 Hall Bertha.
 Henderson T C.
 Hilbers F G.
 Hile Mrs C A.
 Johnson Laurie.
 Keller W J.
 Linville W H.
 Maier H W.
 Maxwell W F.
 Merrin M.
 Miller T H.
 Moore Earle.
 Morgan Elizabeth.
 Morrison F G.

Murakami Sojhi.
 Payue J D.
 Phillips Leola.
 Pierson Ray.
 Porter J E.
 Richardson Ora.
 Sharer E J.
 Smith A L.
 South R S.
 Staver William.
 Stover Florence.
 Strehl G B.
 Townshend E V.
 Williams Mrs D B.
 Zimmerman C C.

PRIVATE ART PUPILS

Ayres Arthur.
 Hettlesater Kathryn.
 Keller Mrs William.

Little Mary.
 McMillan Mrs I N.
 Northrop B W.

Salstrom L.
 Smith Alta.
 Williams Mae.

PRIVATE MUSIC PUPILS

Graduates—Margaret C James, Kathryn Hettlesater, Laura Walton.

Adams Ira.
 Archibald Wesley.
 Bell Robert.
 Brackney Mrs O W.
 Bristol G L.
 Bollinger Clifford.
 Bryant Amelia M.
 Ballinger Mrs J A.
 Butterworth A W.
 Bowen Anna.
 Ballinger Cleo.
 Cartwright Mabel.
 Christensen Dorothy.
 Conklin Barriet.
 Conklin Wesley.
 Coats Maude H.
 Dickerson Mrs A.
 Edgington Mrs Hattie.
 Fithian Ella.
 Garrison Alta.
 Graves Mrs C J.
 Goodenough Charles.
 Goodenough Edith.
 Goodenough Carol.
 Geyer Mrs R P.

Hilbers F G.
 Henderson Thomas.
 Halford Mrs H.
 Hicks Jane.
 Hastings Elizabeth.
 Hastings Howard.
 Hampton Genevieve.
 Haindel Roscoe.
 Hess Lelia.
 Hile Mrs C A.
 Johnson Laura.
 Jones Grace.
 Knight Bertha.
 Kiger Mrs O N.
 Kline Daisy.
 Lackie Louisa.
 Laymanee Mrs W N.
 Meyer Jennie.
 Myers Florence.
 McVicker Grace.
 McVicker Ethel.
 Morgan Elizabeth.
 Northrop Mrs B W.
 Peak Letchie.
 Phillips Leola.

Pierson Edith.
 Peoples Eva.
 Penrod Miss.
 Ross Maude.
 Rochefort F L.
 Schofield Mrs H L.
 Stanley Jeff.
 Strehl G B.
 Shilling Pearl.
 St Clair Sylvia.
 Stover Florence.
 Scharer Charles.
 Smith Alta L.
 Smith J D.
 Sutton Ethel.
 Sutherland Myra.
 Sprinkel James.
 South Ray.
 Townshend Earl V.
 Teeter Clara.
 White Grace.
 Williams Mae.
 Yiesely Olive.
 Zimmer Emma.

378
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